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## Chapter 1: HELLO AGAIN!

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<p><b>Functions:</b> Saying hello. Greetings. Introducing people. Asking and answering about age and mother countries. Describing country flags. Listening to a story.</p>	<p><b>Grammar/Structure:</b> <b>Verb to be:</b> I'm David. She/He is (eight). <b>Demonstrative pronoun:</b> This. This is (my mum) Carol. <b>Wh questions:</b> How are you? I'm fine. How old are you? I'm (eight). Where are you from? I'm from (Chile). Where is (she/he) from? He's/She's ... The flag is (red and white).</p>	<p><b>Vocabulary:</b> <b>Greetings:</b> Hello!/Hi! Welcome back. Nice to meet/see you. <b>Countries:</b> Argentina, Bolivia, Chile, Ecuador, Paraguay, Peru, Uruguay. <b>Numbers:</b> 1-12. <b>Colours.</b> <b>Receptive vocabulary:</b> Princess, baby, don't cry, good bye, the Lord, son, nanny, thanks.</p>	<p><b>Listening:</b> for words. <b>Speaking:</b> understanding and giving personal information. <b>Reading:</b> recognition of words, phrases and questions. <b>Writing:</b> tracing and completing. <b>Story time:</b> Baby Moses! <b>T.E:</b> Geography: Countries and their flags! <b>Value:</b> Be grateful.</p>
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## Chapter 2: BACK TO SCHOOL!

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<p><b>Functions:</b> Identifying and naming parts of the school. Saying where people are. Naming school objects and saying where they are. Naming and describing classroom items. Describing the classroom. Talking about quantities. Understanding classroom instructions. Listening to a story.</p>	<p><b>Grammar/Structure:</b> <b>Verb to be:</b> Recycling. I'm in the classroom. This is the computer lab. The door is brown. There is/are: affirmative sentences. <b>Wh question:</b> Where is Alex? Where is the pencil? <b>Commands:</b> Look at the board, please!</p>	<p><b>Vocabulary:</b> <b>Parts of the school:</b> classroom, computer lab, library, toilets, playground. <b>Classroom items:</b> board, door, floor, desk, chair, window, ceiling. <b>Prepositions of place:</b> in, on, under. <b>Classroom instructions:</b> Raise your hand, knock on the door, open/close (the window), look at the board, complete your homework, pick up your pencil, throw the paper in the bin, stand up, sit down. <b>School objects.</b> <b>Numbers:</b> 1- 12. <b>Colours.</b></p>	<p><b>Listening:</b> for words. <b>Speaking:</b> understanding descriptions and describing the classroom. <b>Reading:</b> recognition of words, phrases and sentences. <b>Writing:</b> completing sentences. <b>Story time:</b> The lost coin! <b>T.E:</b> Social studies: Classroom instructions! <b>Value:</b> Be helpful and a good friend.</p>
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## Chapter 3: MY CLOTHES!

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<p><b>Functions:</b> Identifying and naming clothes. Describing clothes by using colours. Giving and following instructions. Asking and answering about specific clothing items. Describing where specific clothing items are. Asking and answering about where some clothing items are. Describing dressing routines.</p>	<p><b>Grammar/Structure:</b> <b>Present continuous:</b> I'm wearing a (blue dress). <b>Phrasal verbs:</b> Put on your (shoes). Take off your (jacket). <b>Verb to be:</b> Recycling. <b>Yes/No questions:</b> Is it a sock? Yes, it is. No, it isn't. The pink hat is under the bed. <b>Simple present:</b> At home, I wear my (pyjamas). At school, I don't wear (sandals).</p>	<p><b>Vocabulary:</b> <b>Clothes:</b> dress, skirt, sandals, shoes, trainers, jeans, pants/trousers, sweater, jacket, swimming suit, hat, T-shirt, shorts, socks, uniform, tunic. <b>Identities:</b> cowboy, princess, footballer, lady. <b>Prepositions of place:</b> under, in, on, next to. <b>Places:</b> park, school, home, P.E. class, Art class. <b>Recycling:</b> Colours. Furniture: bed, table, chair.</p>	<p><b>Listening:</b> for words, colours and instructions. <b>Speaking:</b> understanding descriptions. <b>Reading:</b> recognition of words, instructions, short descriptions and routines. <b>Writing:</b> tracing and completing. <b>Story time:</b> Joseph's tunic! <b>T.E:</b> Culture: Social customs! <b>Value:</b> Wear the right clothes for every occasion.</p>
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## Chapter 4: THE WEATHER!

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<p><b>Functions:</b> Identifying and naming different types of weather. Asking and answering about the weather. Describing what someone is wearing according to the weather. Describing ongoing activities. Identifying and naming the seasons. Describing seasons and the temperature. Describing dressing routines.</p>	<p><b>Grammar/Structure:</b> <b>Verb to be:</b> Recycling. It's sunny. Is it windy? Yes, it is./No, it isn't. <b>Wh questions:</b> What's the weather like? <b>Present continuous:</b> Recycling. It's sunny, I'm wearing a (blue dress). <b>Present continuous:</b> 3rd person singular. She's flying a kite. He's making a snowman. <b>Present Simple:</b> Recycling. In summer, I wear shorts. I don't wear boots. <b>Phrasal verbs:</b> Recycling. It's cold. Put on your (sweater). It's hot. Take off your (jacket).</p>	<p><b>Vocabulary:</b> <b>The weather:</b> sunny, rainy, cloudy, windy, snowy. <b>Clothes:</b> dress, skirt, sandals, shoes, trainers, jeans, pants/trousers, sweater, jacket, swimming suit, hat, T-shirt, shorts, socks, gloves, cap, trunks, shirt, boots, scarf. <b>Activities:</b> flying a kite, making a snowman, reading a book, playing ball. <b>The four seasons:</b> spring, summer, autumn, winter. <b>Temperature:</b> hot, warm, cool, cold. <b>Prepositions of time:</b> in. <b>Recycling:</b> Colours. Countries.</p>	<p><b>Listening:</b> for words, colours and phrases. <b>Speaking:</b> understanding the weather forecast and descriptions. <b>Reading:</b> recognition of words, instructions, short descriptions and routines. <b>Writing:</b> tracing and completing. <b>Story time:</b> Jesus calms the tempest! <b>T.E:</b> Natural Science: The four seasons! <b>Value:</b> Be nice to others.</p>
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Chapter 5: MY BELONGINGS!

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<p><b>Functions:</b> Identifying belongings. Describing belongings. Talking about specific possessions. Talking about the amount of possessions. Describing ongoing actions.</p>	<p><b>Grammar/Structure:</b> <b>Simple Present: Verb to have.</b> I have a (doll). I have an old doll. I have three kites. <b>Present continuous:</b> He's flying a kite. She isn't playing with a ball. She is reading a comic.</p>	<p><b>Vocabulary:</b> <b>Belongings:</b> train/s, kite/s, mobile phone, guitar, books, comic/s, computer, doll/s, teddy bear, ball/s, plane/s, a skateboard, robot/s. <b>Belongings in the past:</b> a rocking horse, a doll, a dollhouse, a spinner, wooden animals, marbles. <b>Hobbies in the past:</b> playing hopscotch/cricket/football, riding a rocking horse. <b>Adjectives:</b> small, big, short, long, new, old. <b>Recycling:</b> Numbers. Colours.</p>	<p><b>Listening:</b> for specific information. <b>Speaking:</b> understanding descriptions, talking about ongoing actions. <b>Reading:</b> sentences, short descriptions. <b>Writing:</b> words, phrases and sentences. <b>Story time:</b> David and Jonathan! <b>TE:</b> History: Toys and hobbies in the past! <b>Value:</b> Share your belongings.</p>
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Chapter 6: BREAKFAST TIME!

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<p><b>Functions:</b> Identifying and naming different food items for breakfast. Identifying and naming parts of the kitchen and some tableware. Expressing likes and dislikes. Describing food. Describing where things are. Asking and answering about existence. Describing feelings. Expressing what they want to have for breakfast. Offering, accepting and rejecting food. Classifying food items into healthy and not very healthy. Describing eating habits.</p>	<p><b>Grammar/ Structure:</b> <b>Verb to be:</b> Recycling. The cup is on the table. <b>Wh questions:</b> What's your favourite food for breakfast? <b>Present simple: Verb to like:</b> I like yogurt. I don't like tea. Do you like milk? Yes, I do./No, I don't. <b>Wh questions:</b> Where is...? It's next to... <b>There is/are:</b> Interrogative form: Is there a sandwich in the fridge? Yes, there is./No, there isn't. I'm hungry. I want pancakes. <b>Would:</b> Recycling. What would you like for breakfast? I'd like... Would you like an apple? Yes, please./No, thanks. <b>Receptive:</b> a/an, some. <b>Present simple: Verbs: to eat and to drink:</b> On Monday, I eat an apple and I drink orange juice.</p>	<p><b>Vocabulary:</b> <b>Food items:</b> sandwich, cookies, apple, milk, orange juice, yogurt, toast, egg, cheese, jam, butter, cereal, bread, nuts, oatmeal, pancakes, water, tea, donuts. <b>Tableware:</b> cup, saucer, plate, glass. <b>The kitchen:</b> table, chairs, cupboard, fridge, cooker. <b>Adjectives:</b> sweet, salty, hungry, thirsty, healthy, not very healthy. <b>Food groups:</b> (Receptive) fruits, vegetables, dairy, grains, proteins. <b>Days of the week.</b> <b>Recycling:</b> Prepositions of place. Numbers.</p>	<p><b>Listening:</b> for words and phrases. <b>Speaking:</b> understanding where things are. Expressing likes and dislikes. Offering food. <b>Reading:</b> recognition of words, instructions, short descriptions and eating habits. <b>Writing:</b> Tracing and completing. <b>Story time:</b> The five loaves of bread and the two fish! <b>T.E:</b> Natural Science: A healthy, balanced breakfast! <b>Value:</b> Healthy eating habits.</p>
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Chapter 7: ANIMALS!

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<p><b>Functions:</b> Identifying and naming different kinds of animals. Counting from 1 to 20. Identifying animals' characteristics. Describing animals. Saying what animals are doing. Describing where animals are. Identifying and expressing what animals can do. Identifying and naming different habitats.</p>	<p><b>Grammar/Structure:</b> <b>Verb to be:</b> Recycling. What is it? It's a snake. It's green and thin. They are parrots. The bear is under the tree. <b>There be:</b> Recycling. There is a parrot. There are camels. How many hippos are there? <b>Present continuous:</b> Recycling. The crocodile is walking. <b>Modal verb: Can.</b> Affirmative and negative. They can swim. They can't fly.</p>	<p><b>Vocabulary:</b> <b>Animals:</b> bear, camel, crocodile, dolphin, elephant, fish, hippo, lion, monkey, parrot, snake, turtle, zebra. <b>Numbers:</b> 1-20. <b>Adjectives:</b> big, small, fast, slow, fat, thin. <b>Action verbs:</b> swim, talk, fly, walk, run, climb. <b>Animal habitats:</b> jungle, desert, mountains, ocean. <b>Recycling:</b> Prepositions of place. Colours.</p>	<p><b>Listening:</b> for words and sentences. <b>Speaking:</b> understanding where animals are. Describing animals. <b>Reading:</b> recognition of words and short descriptions. <b>Writing:</b> tracing and completing. Writing simple poems. <b>Story time:</b> Noah's ark! <b>T.E:</b> Natural Science: Animal habitats! <b>Value:</b> Protecting animals.</p>
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## Chapter 8: MY HOLIDAYS!

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<p><b>Functions:</b>          Identifying and naming places.          Identifying shapes.          Describing people's specific location or position.          Understanding city traffic safety rules.          Asking and answering about food preferences and places where you can buy food.          Identifying feelings.          Talking about specific situations and feelings.          Describing and classifying places.</p>	<p><b>Grammar/Structure</b>  <b>Verb to be:</b> Recycling.          I'm in the (forest).          My brother is (in front of) the pool.  <b>Commands:</b>          Use the (crosswalk).          Wear a (helmet).          Walk (on the side walk).          Look at (the traffic lights).  <b>Would:</b> Recycling.          What would you like...?          I'd like...  <b>Verb: to let.</b>          Let's go to (the vegetable shop).          How do you feel?          I'm (tired).  <b>Recycling:</b>          What is the weather like in...?          It's (snowy).          Present continuous: I'm (fishing).</p>	<p><b>Vocabulary</b>  <b>Places:</b> river, mountains, jungle, forest, city, park, beach, desert.  <b>Preposition of places:</b> behind, in front of, near, on.  <b>Things in the park:</b> grass, pool, pine.  <b>Traffic safety:</b> crosswalk, traffic lights, helmet, seatbelt, sidewalk.  <b>Food shops:</b> restaurant, ice-cream shop, vegetable/fruit stand.  <b>Feelings:</b> happy, sad, tired, scared, excited.  <b>Recycling:</b>          Family members: mum, dad, brother, sister, grandpa, grandma.          Weather: rainy, snowy, windy, cold, hot.          Food: pizza, bananas, tomatoes, pasta, sandwiches, apples, ice-cream.          Actions: fishing, climbing, walking.</p>	<p><b>Listening:</b> for words and numbers.  <b>Speaking:</b> understanding and talking about location, traffic safety, preferences and description of specific situations on holidays.  <b>Reading:</b> short sentences and paragraphs.  <b>Writing:</b> copying words, completing sentences.  <b>Story time:</b> The Red Sea!  <b>TE:</b> Geography: Places around us!  <b>Value:</b> Enjoy and take care of the places around you.</p>
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## Appendix:

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<p>Projects          Special Days          Workbook</p>	<p>Pages 106 - 113          Pages 114 - 116          Pages 117 - 165</p>	<p>Wrap-ups          Cut-outs          Flashcards          Stickers</p>	<p>Pages 166 - 168          Pages 169 - 180          Pages 181 - 200          Pages 201 - 206</p>
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## CHAPTER OVERVIEW:

Here the topic, the target language, the vocabulary, and the values are presented in context through a dialogue. The target language is practised by means of either a catchy song or through different activities that involve reading, listening, thinking and observation skills.

### TIME TO LEARN

#### TIME TO LEARN:

Here you can practise the vocabulary and the new structures through engaging and challenging activities in which you will have the opportunity to develop your language and thinking skills.

### TIME TO EXPLORE

#### TIME TO EXPLORE:

Here you will have the opportunity to learn English incorporating concepts from other subjects, such as P.E., Natural Science, Art, Technology, Social Studies, Geography, History, etc. You will learn specific vocabulary and you will have the chance to activate your previous knowledge of the world.

### STORY TIME

#### STORY TIME:

Here you can read and listen to stories from the Bible. You can learn more about Jesus and His love and to develop social and Christian values as well. The language is also presented in context and there are different activities to check your understanding of the story.

### TIME TO REVIEW

#### TIME TO REVIEW:

Here you can review, recycle, and integrate the target language introduced in previous lessons.